

Year 11 Overview 2023-24 – History

Date	Wk	Wk	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (c.17 Lessons) (38 Days)				
Tues 5-Sep	A	1	Review and complete Year 10 units <i>GL classes approx. 3 lessons ahead of this schedule.</i>	Homework : Online testing of Health Unit. Health unit rapid exam starters alongside weekly retrieval.
11-Sep	B	2	<div> Nazi Germany <ol style="list-style-type: none"> Review lesson of prior learning Control of the Churches Resistance groups Treatment of Minorities Impact of WW2 STI Exam Prep – Germany Revision </div> <div> Elizabethan England <ol style="list-style-type: none"> Review lesson of prior learning Drakes CN L1 Drakes CN L2 Drakes CN L3 Drakes CN L4 Drakes CN L5 Health U1 & U2 Revision Health U3 & U4 Revision </div>	Foundational Concepts : Breadth; Modern and Early modern studies. Diversity; the role of women and minorities in Nazi Germany, the plight of the poor in Elizabethan England. Scope; continued themes of Power and the People in a totalitarian state. Scholarship; Ian Mortimer EDI – Persecution of minorities in Nazi Germany including Jews, Homosexuals, Roma/Sinti,
18-Sep*	A	3		
25-Sep	B	4		
2-Oct	A	5		
9-Oct	B	6		
16-Oct	A	ST1		
23-Oct	B	ST1	Cold War – U1 - Origins <ol style="list-style-type: none"> Were the allies allies? (Include conflicting ideologies) Yalta and Potsdam Iron Curtain & Soviet Takeover of E. Europe 	STI Exam – Full Paper 2 – Health and Elizabeth Germany Pt3 : GI : Students identify the main apparatus of control and influence in Nazi Germany. They can describe the main features of specific groups under Nazi rule. Students can identify differences between interpretations. BW : Students can explain in detail the cause and effect of Nazi control and propaganda messages. They can explain changes made to the lives of specific groups under Nazi rule. Students can suggest how the provenance of a source can affect its opinion. EI : Students can explain how control methods and propaganda worked together to coalesce the German people. They can explain with great accuracy and complex thinking how the Nazi's changed the lives of specific groups over time and how some aspects remained continuous. They can evaluate the accuracy of interpretations against their contextual knowledge.
Half-Term 7 weeks (c.16 lessons) (34 Days)				
6-Nov	A	ST1	<ol style="list-style-type: none"> Truman Doctrine and Marshal Aid Impact of Marshall Aid (Stalin's reaction) Berlin Blockade & Airlift – WAA ½ in class ½ HWK Unit 1 Review – 1940s essay practise STI Exam feedback – Health STI Exam feedback – Elizabeth STI Exam feedback – mop up Cold War U2 – Development <ol style="list-style-type: none"> Chinese Revolution Korean War US involvement in Vietnam NATO and the Arms Race The Space Race The Thaw & The Hungarian Uprising The Impact of the Hungarian Uprising – I, We You sources U2 Crisis 	Cold War Pt1: GI : Students can identify the main differences between Communist East & Capitalist West. They can describe how the rivalry developed in simple terms up to & including 1949. BW : Pupils can describe how the rivalry originated and progressed in developed explanations. They can writ extended answers about how this changed from historic origins to 1949. EI : Students can also use complex thinking to suggest the main reasons, key turning points and share of responsibility for the origins of the Cold War. For Cold War Pt 2: GI : Students can identify areas where the Cold War spread to outside of Europe. They can simply explain the development of rivalries linked to the USSR and USA. BW : Students can explain the changing nature of the Cold War in developed terms, referring to people and places with specific accuracy. They can identify and explain key turning points.
13-Nov	B	10		
20-Nov	A	11		
27-Nov	B	12		
4-Dec	A	13		
11-Dec	B	14		
18-Dec	A	15		

			19. Unit 2 Review Assessment: <ul style="list-style-type: none"> • Which source is more useful to a historian studying....(12 mark) (AO1 & AO3) • Write an account of how the Berlin Blockade increased tensions between the superpowers in 1962 (8 marks) (AO1 & AO2) • The main reason for increased tensions between East and West between 1945-50 was the actions of the USSR. How far do you agree? (16 marks) (AO1 & AO2) • Which source is more useful to a historian studying the Hungarian Uprising - I, We, You (12 mark) (AO1 & AO3) 	EI : Students can also use complex thinking to explain how the Cold War developed geographically and technologically throughout the 1950s. They will recognise the importance of new personalities in changing the course of the Cold War. Foundational Concepts: Breadth; A modern study. Diversity; the reactions of different cultures across the globe to Cold War politics. Skills; AO1, AO2, AO3. Scope; continuation of protest movements to ruling ideologies. Scholarship; Anne Applebaum, <i>Iron Curtain</i> .
Christmas Holiday			6 weeks (c.10 lessons) (30 Days)	
8-Jan	B	16	Cold War U3 – Transformation <ol style="list-style-type: none"> 1. Causes of the Berlin Wall 2. Impact of the Berlin Wall – WAA Q 3. Cuban Revolution 4. 13 days of the Cuban Missile Crisis 5. Impact of the CMC 6. Prague Spring and Brezhnev Doctrine 7. Sources of Tension & Détente 8. Unit 3 Review (last two year's exam was 60s- 2022 & '23) 9. ST2 Revision – Germany 10. ST2 Revision – Cold War 	
15-Jan	A	17		
22-Jan	B	18		
29-Jan	A	ST2		
5-Feb	B	ST2		
12-Feb	A	ST2	Assessment: <ul style="list-style-type: none"> • Which source is more useful to a historian studying....(12 mark) (AO1 & AO3) • Write an account of how the Berlin Blockade increased tensions between the superpowers in 1962 (8 marks) (AO1 & AO2) • The main reason for increased tensions between East and West between 1945-50 was the actions of the USSR. How far do you agree? (16 marks) (AO1 & AO2) • Which source is more useful to a historian studying the Hungarian Uprising - I, We, You (12 mark) (AO1 & AO3) 	
Half-Term			5 weeks (12 lessons) (24 Days)	
26-Feb	B	22	<ol style="list-style-type: none"> 1. ST2 Germany Feedback 2. ST2 Cold War Feedback Begin Revision of Previous Topics <ol style="list-style-type: none"> 3. Health Revision 1 4. Elizabeth Revision 1 5. Germany Revision 1 6. Cold War 1 7. Health Revision 2 8. Elizabeth Revision 2 9. Germany 2 10. Cold War 2 11. Health 3 12. Elizabeth 3 	GI : Students are able to identify the key flashpoints of the 1960s and simply explain why tensions eased by 1972 BW : Students can construct developed explanations of the reasons why Cuba and Prague were the site of important flashpoints in the 1960s. Students can explain multiple reasons in detail that led to an easing of tensions by 1972. EI : Students can use complex thinking to identify and explain the main personalities, factors and events that had bearing on the course of the Cold War from 1960-72.
4-Mar	A	23		
11-Mar	B	24		
18-Mar	A	25		
25-Mar*				
	B	26		
Easter Holiday			6 weeks (10 lessons) (29 Days)	
15-Apr	A	27	<ol style="list-style-type: none"> 1. Germany 3 2. Cold War 3 3. Health 4 	Classes will receive additional time during exam period. Details to be refined nearer to the time.
22-Apr	B	28		
29-Apr	A	29		

6-May*	B	30	4. Elizabeth 4 5. Germany 4 6. Cold War 4 7. Health 5 8. Elizabeth 5 9. Germany 5 10. Cold War 5																			
13-May	A	GCSE																				
20-May																						
	B	GCSE																				
Half-Term					7 weeks (?? lessons) (35 Days)																	
3-Jun	A	GCSE	<table><tr><th colspan="3">Foundational Concepts</th></tr><tr><th>Prior (KS3)</th><th>Now (KS4)</th><th>Next (KS5)</th></tr><tr><td><u>Content</u> : The holocaust and Nazi persecution of minorities. Russian Revolution and the emergence of Communism.</td><td><u>Content</u> : Nazi persecution, racial theories and the terror state.</td><td><u>Content</u> : More detailed study of Nazi persecution at A Level. The struggle for Civil Rights in USA.</td></tr></table>	Foundational Concepts			Prior (KS3)	Now (KS4)	Next (KS5)	<u>Content</u> : The holocaust and Nazi persecution of minorities. Russian Revolution and the emergence of Communism.	<u>Content</u> : Nazi persecution, racial theories and the terror state.	<u>Content</u> : More detailed study of Nazi persecution at A Level. The struggle for Civil Rights in USA.	<table><tr><th colspan="3">Second Order Concepts</th></tr><tr><th>Prior (KS3)</th><th>Now (KS4)</th><th>Next (KS5)</th></tr><tr><td>Evidence, Causation and consequence, Change and continuity, Interpretations, Significance, Similarity & Difference.</td><td>AO1 – Demonstrate knowledge. AO2 – Explain & analyse using second order historical concepts: Causation and consequence, Change and continuity, Significance, Similarity & Difference. AO3 - analyse and evaluate sources. AO4 – analyse and evaluate interpretations.</td><td>AO1 – Demonstrate knowledge of period and concepts. AO2 – Analyse and evaluate source material. AO3 – Analyse and evaluate interpretations of past.</td></tr></table>	Second Order Concepts			Prior (KS3)	Now (KS4)	Next (KS5)	Evidence, Causation and consequence, Change and continuity, Interpretations, Significance, Similarity & Difference.	AO1 – Demonstrate knowledge. AO2 – Explain & analyse using second order historical concepts: Causation and consequence, Change and continuity, Significance, Similarity & Difference. AO3 - analyse and evaluate sources. AO4 – analyse and evaluate interpretations.	AO1 – Demonstrate knowledge of period and concepts. AO2 – Analyse and evaluate source material. AO3 – Analyse and evaluate interpretations of past.
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10-Jun	B	GCSE																				
17-Jun	A	GCSE																				
24-Jun																						
	B	Contingency																				
(Total: 190 Days)																						

* Bank Holidays